



# Anti-Bullying Policy

Date of original policy	Varied across sites
Date of review	October 2020
Date approved by Executive Headteacher	
Date Approved by Management Committee	
Signature of Chair of Management Committee	
Date of next review	October 2021

**Note: the PRU operates with a Management Committee as its governing body. For all references to Governing Body and Governors in this document the duties and responsibilities will be carried out by the PRU Management Committee and its members.**

# Anti-Bullying Policy (Including Cyber-Bullying)

**Central Hub Brighton promotes a safe learning environment where everyone feels able to enjoy and achieve and where success is recognised and rewarded. We aim to keep bullying to a minimum so that all students are able to achieve and enjoy.**

## Philosophy

We believe that for everyone to benefit from our learning community, Central Hub Brighton should be a place where students, staff, helpers, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. Central Hub Brighton aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

Each site has a system of rewards which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem. Central Hub Brighton values everyone's unique contribution to our community.

Everyone has a responsibility for safeguarding and promoting the wellbeing of all students and all staff have a duty of care, to ensure our students are protected from harm.

## Principles

CHB will:

- Adopt a definition of bullying that is agreed across the school and accepted across the local community
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect
- Seek to involve all stakeholders in the implementation and monitoring of this policy
- Promote positive action to prevent bullying through our PSHE programme and related activities
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying
- Provide appropriate training for both staff and students to support the implementation of the policy across the school
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds

## Definition of bullying

**‘A persistent, deliberate attempt to hurt or humiliate someone’**

There may sometimes be misunderstanding about the meaning of the term ‘bullying’. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of ‘bullying’.

It can also be described as ‘STOP’ - **‘Several Times On Purpose’**

## Types of bullying

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

There are various forms of bullying which include:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist remarks.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups family feuds brought into school.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments. (further information for reference in appendix 1)

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence, they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- non accidental injuries (including self-abuse)
- low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying can and frequently does have long term effects on victims which may affect their adult lives.

## Roles and Responsibilities

The Executive Headteacher is ultimately responsible for the well-being of all students and staff. All staff, students, parents and members of the management committee should be made aware of the policy alongside awareness being raised of the issues associated with bullying in schools.

The Executive Headteacher and Heads of School also have the following responsibilities:

- To ensure all staff are aware of the contents of the ‘Anti-Bullying Policy’ and that its procedures are adhered to, through regular training
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying, including Anti-Bullying Week
- To ensure the use of Theme of the week/PSE Sessions to highlight aspects of bullying, including Anti-Bullying Week
- To monitor and record all reports of incidents of bullying

- To ensure the appropriate key Workers monitor students involved in bullying and keeps the parents/carers informed.
- To liaise with the police as necessary

The Senior Business Manager is responsible for the monitoring of the Student Guidelines for Network and Internet Use policy. Students who violate the rules included in this policy will be sanctioned.

School staff have the following responsibilities:

- Staff should be alert to any potential incident of bullying and intervene when instances are noticed
- Minor incidents of disagreement should be addressed by learning mentors/subject teachers and can be dealt with effectively by reference to the school code of conduct
- Incidents that constitute bullying should be referred to the victim/bully's Key Worker who will liaise with the Executive Headteacher over action to be taken
- The Key Worker or Head of School/Head of Key Stage/AH is responsible for clarifying the facts through thorough investigation and taking statements from the bully, any victims and witnesses
- The Key Worker or Head of School/Head of Key Stage/AH, having clarified the facts, will inform all parents / carers of the incident, record the incident and liaise with the Head of School/Head of Key Stage/AH regarding the sanction
- Following appropriate investigation and considering the circumstances and history, any of these strategies can be applied:-
  - Mediation / Restorative approaches
  - Referral for counselling / victim support
  - Written or verbal apology
  - Parent/carer interview with Keyworker and member of SLT leading to parental assistance in applying support or strategies or deterrents as necessary
  - Continued monitoring of victim/bully individually
  - Referral to external agencies e.g. Social Services, Educational Psychologist, Youth and Community Police
  - Internal seclusion, during break and lunchtime, until investigation completed
  - Alternative to exclusion
  - Fixed term exclusion
  - Permanent exclusion
  - Amendment to provision/timetable

Students have the following responsibilities:

- Ensuring that previous victims of bullying are not isolated from groups of friends
- Intervening when someone is being bullied and making it clear to the bully that their actions are disapproved of
- Informing a member of staff that bullying is happening
- Encouraging the victim to join in activities and groups
- Discussion and consideration of bullying issues in PSHE lessons

## Allegations against staff

Central Hub Brighton believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Grievance Procedure Policy.

Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the senior leadership group, in line with the 'Whistle Blowing Policy'.

## Links with other policies

This policy has been developed and evaluated with a view to safeguarding and promoting the wellbeing of all our students.

It links with the following policies which can be read in conjunction:

- Behaviour Policy
- Attendance Policy
- Safer Recruitment Policy
- Teaching and Learning Policy
- PSE Policy
- Equalities Policy
- E Safety
- Staff ICT Acceptable Use Policy

## Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth. Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individual victims/bullies with a view to improved circumstances; positive feedback from parents, students and staff; monitoring of the willingness in students to report instances of concern; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

## Appendix 1 - Cyber-bullying

<p><b>Key Safety Advice</b></p> <p><b>For Children &amp; Young People</b></p> <ol style="list-style-type: none"><li>1. Always respect others – be careful what you say online and what images you send.</li><li>2. Think before you send – whatever you send can be made public very quickly and could stay online forever.</li><li>3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.</li></ol>	<p><b>Key Safety Advice</b></p> <p><b>For Parents &amp; Carers</b></p> <ol style="list-style-type: none"><li>1. Be aware, your child may as likely cyberbully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.</li><li>2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key</li></ol>
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<p>4. Block the bully – learn how to block or report someone who is behaving badly.</p> <p>5. Don't retaliate or reply!</p> <p>6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.</p> <p>7. Make sure you tell:</p> <ul style="list-style-type: none"> <li>• An adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;</li> <li>• The provider of the service; check the service provider's website to see where to report incidents; your school – your form tutor or your</li> <li>• Head of Year can help you.</li> </ul> <p>Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?</p>	<p>messages for children (on the left) to get you started.</p> <p>3. Use the tools on the service and turn on in-built internet safety features.</p> <p>4. Remind your child not to retaliate.</p> <p>5. Keep the evidence of offending emails, text messages or online conversations.</p> <p>6. Report cyber-bullying:</p> <ul style="list-style-type: none"> <li>• Contact your child's school if it involves another student, so that they can take appropriate action.</li> <li>• Contact the service provider.</li> <li>• If the cyber-bullying is a potential criminal offence, you should consider contacting the police.</li> </ul>
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The table below explores the range of ways today's technology can be used.

Technology	Great for:	Examples of misuse:
Mobile phone	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant messenger (IM)	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatrooms & message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of

	are too shy to talk about in person.	ways – e.g. by spreading secrets or blackmailing.
Emails	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environment	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, Consoles & Virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive/derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.

<b>When &amp; How to Contact the Service Provider:</b>	
<p><b>Instant Messenger (e.g., Windows Live Messenger or MSN Messenger):</b></p> <p>It is good practice for Instant Messenger (IM) providers to have visible and easy-to access reporting features on their service. Instant Messenger providers can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations, and most IM providers allow the user to record all messages.</p>	<p>Contacts of some IM providers:</p> <p>MSN: When in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse' and there is also an online feedback form at: <a href="http://support.msn.com/default.aspx?mkt=en-gb">http://support.msn.com/default.aspx?mkt=en-gb</a> to report on a range of products including MSN Messenger.</p> <p>Yahoo!: When in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'.</p>
<p><b>Chatrooms, individual website owners / forums, message board hosts:</b> It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting abusive comments or take down content that breaks their terms of use.</p>	

## Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. If you are being bullied they will help you to change your number if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace malicious calls for them.

<b>Service Provider</b>	<b>From Your Mobile</b>	<b>Pay as you go</b>	<b>Pay Monthly Contracts</b>
O2	4445 or 202	08705 678 678	0870 241 0202
VodaFone	191	03333 040 191	03333 048 069
3	333	08433 733 333	08433 733 333
EE	150	0800 956 6000	0800 956 6000
Orange	150	07973 100 450	07973 100 150
T-Mobile	150	07953 966 150	07953 966 150

Virgin	789	0345 6000 789	0345 6000 789
BT		08000 328 751	08000 328 751

## **National Contacts:**

### **Child line**

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing text phone service 0800400222

### **NSPCC**

Telephone number 08088005000

A registered charity dedicated to stopping cruelty to children

### **Kidscape**

Telephone number 02077303300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

### **Anti Bullying Campaign**

Telephone number 0207378 1446

(Advice line for parents and children 9.30am-5.00pm)

### **Advisory Centre for Education**

Telephone number 02073548321

(Advice line for parents on all school matters open Monday - Friday 2.00pm-5.00pm)

### **Ofsted**

Telephone number 07002637833

email: [freepublications@ofsted.gov.uk](mailto:freepublications@ofsted.gov.uk)

### **Parentline Plus**

Telephone number 08088002222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

## **Useful websites regarding bullying in schools**

### **BBC Bullying Survival Guide**

[www.bbc.co.uk/newsround/30132748](http://www.bbc.co.uk/newsround/30132748)

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school

### **Childline**

[www.Childline.org.uk](http://www.Childline.org.uk)

Gives details on the CHIPS initiative and other information regarding bullying

### **Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

Gives advice and support for victims, schools and parents

### **Bullying Online**

[www.bullying.co.uk](http://www.bullying.co.uk)

A registered charity, which contains advice for both parents and students

### **NSPCC**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

A registered charity dedicated to stopping cruelty to children

### **National Bullying Helpline**

[www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)

Providing operational support for the public whether the conflict is in the home, the community, the playground or the workplace.

### **Peer Support Networker**

[www.peersupportco.uk](http://www.peersupportco.uk)

Newsletter linked to Peer Support Forum